DOCUMENT RESUME

ED 191 448 IR 008 680

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TITLE An Analysis of Factors Influencing the Career Choice of Librarianship.
PUB DATE May 79
NOTE 36p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Career Choice: College Choice: *Graduate Students: *Influences: Librarians: Library Schools: *Library Science: School Role: School Surveys
IDENTIFIERS George Peabody College for Teachers TN

ABSTRACT

This study of full-time library students at the George Peabody College for Teachers' School of Library Science was undertaken (1) to delineate why each of the students decided upon librarianship as a career: (2) to determine what effect library-related experiences had upon that career choice: (3) to establish the personal conceptions of the candidates with regard to a career in library science: (4) to measure the effect that the school has upon the choice of librarianship as a career: (5) to identify what branch of library science the candidates wish to pursue: and (6) to ascertain why particular candidates chose to attend Peabody. Results of the study support existing views of why people choose to become librarians. Humanities/social science backgrounds, work experience, and personal contact with librarians were found to be prime influences in career choice. (FM)

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AN ANALYSIS OF FACTORS INFLUENCING THE CAREER CHOICE OF LIBRARIANSHIP

by

Charles A. Julian

L.S. 371
Special Problems in Librarianship

School of Library Science
George Peabody College for Teachers

May 1979

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ACKNOWLEDGEMENTS

My deepest and profound thanks are extended to my classmates who have made this investigation possible. Without their understanding and cooperation (which was sometimes elicited under the worst possible conditions on my part) the results of the survey would have been meaningless.

A special "Thank you" is offered to Dr. Edwin S. Gleaves, Director of the School of Library Science who advised me on this project. Although often occupied with more important matters, Dr. Gleaves always found time to give helpful advice and support.

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INTRODUCTION

In talking with various persons who have entered or are about to enter the field of librarianship, this writer has always been fascinated with the series of events important (or perhaps instrumental) in deciding whether or not a particular individual will choose library science as a career objective. Personally, several factors influenced my choice of librarianship as a career. Books and reading had always been consuming personal interests and were responsible for my early decision to become an English teacher; however, it was not until high school that I made a definite career decision on librarianship as a future profession. What had influenced my thinking about the future?

While a high school student I had accelerated my educational program so that in the senior year only two classes remained to be taken. The balance of the day was to be spent in study halls, a situation which to me appeared appalling. In a moment of inspiration, I approached the high school librarian and asked if it might be possible to work in the school library as a student assistant. Since she had enough help at the time, the only way I could convince her to use my talents was to suggest that I was considering librarianship as a career possibility. Working

in the school library was a pleasurable experience; therefore, I decided that indeed librarianship would be a viable career objective for me.

In searching for a topic to explore, this incident came to mind which provoked the thought -- why not examine influencial factors involving career decisions among my student colleagues in the School of Library Science?

Basically, the study sets out to achieve the following objectives:

1. To delineate WHY each of the full-time Peabody M.L.S. students decided upon librarianship as a career.
2. To determine what (if any) effect library-related experiences had upon the choice of librarianship as a career.
3. To establish what personal conceptions the candidates have in regard to librarianship as a career.
4. To measure the effect that the school has upon the choice of librarianship as a career.
5. To identify what branch of librarianship the candidates wish to pursue.
6. To ascertain why particular candidates chose to attend George Peabody College for Teachers' School of Library Science.

What follows is the result of the investigation.

The Questionnaire

In attempting to construct a questionnaire (or interview guidelines), a previous study done by Agnes Lytton Reagan (A Study of Factors Influencing College Students to Become Librarians. Chicago: Association of College and Research Libraries, 1958) proved to be invaluable. Although Reagan's purpose did not exactly match the purpose of this study, several questions offered possibilities for utilization.

Initially, several drafts of a suggested questionnaire were compiled in consultation with advisor, Dr. Edwin Gleaves. The original intent was to structure questions in an open-ended manner so that the participants might respond freely and objectively. However, it soon became apparent that most library school students were uncomfortable with such a questionnaire structure and the analyzation of data would prove to be very difficult using an open-ended format.

While attempting to devise a categorized questionnaire which still could remain objective, it became obvious that those who were to be interviewed should become involved in the construction of the questions. Thus, six students (a ten percent sample of the entire group of interviewees) were interviewed utilizing the open-ended questions in an effort to devise realistic categorizations. Their responses were cumulated into a series of categories and built into the questionnaire.

Additionally, Dr. Gleaves expressed a desire to investigate the reasons held by students in regard to their attendance at George Peabody College's School of Library Science. Gleaves had previously constructed a questionnaire which was incorporated along with several of his ideas in Question Twelve of the instrument used in this study.

Originally, an additional question was posed to interviewees in regard to merger prospect for George Peabody College; however, since that time events have resolved the situation and rendered such a question meaningless.

The final form of the questionnaire which was used in the investigation follows on the next few pages.

INTERVIEW GUIDELINES

IDENTIFYING NUMBER: _____ AGE: _____

PERMANENT ADDRESS: _____ MALE

_____ FEMALE

EDUCATIONAL BACKGROUND:

Degree(s): Field(s) of Study:

EMPLOYMENT (OTHER THAN LIBRARY):

I. PERSONAL BACKGROUND INFORMATION

1. When was the first time you went into a library?

_____ Before Age 6

_____ Elementary School (age 6-10)

_____ Junior High School (age 11-15)

_____ High School (age 16-18)

_____ College (18 -)

2. When did you FIRST CONSIDER librarianship as a career?

_____ Elementary School

_____ Junior High School

_____ High School

_____ College

_____ After College Graduation

_____ Other

3. How did you get information on librarianship as a career?

_____ Exhibits/Displays
_____ Films
_____ Radio
_____ Television
_____ Books
_____ Pamphlets
_____ Periodicals
_____ College Catalog(s)
_____ Personal Contact
_____ OTHER

4. When did you decide DEFINITELY that you wished to become a librarian?

_____ Before High School
_____ During High School
_____ During College
_____ Freshman Year
_____ Sophomore Year
_____ Junior Year
_____ Senior Year
_____ Graduate School
_____ OTHER

5. Before studying library science, would you say that your image of librarians was one of:

_____ Caretakers
_____ Service - Oriented
_____ Resource Persons
_____ Had No Particular Image
_____ OTHER

6. Have you ever worked in a library?

_____ YES
_____ NO

WHAT KIND?

WHAT DID YOU DO?

7. Which of the following attributes do you consider most important for a librarian to possess?

_____ STRONG SUBJECT BACKGROUND

_____ LIKING/APPRECIATION FOR BOOKS & READING

_____ UNDERSTANDING & APPRECIATION FOR HELPING PEOPLE

_____ STRONG ADMINISTRATIVE ABILITIES

_____ OTHERS

8. What type of library work do you wish to pursue?

_____ School

_____ Public

_____ Academic

_____ Special

_____ OTHER

II. CAREER INFORMATION

9. Who primarily influenced your choice of librarianship as a career?

_____ Friend

_____ Teacher

_____ Librarian

_____ Employer

_____ Admissions Counselor

_____ OTHER

10. What primary factor influenced your choice of librarianship as a career?

_____ EMPLOYMENT SITUATION (employer required more classes)

_____ DESIRE TO HELP PEOPLE

_____ LIKE BOOKS/READING

_____ WANTED BETTER JOB OPPORTUNITY

_____ RESULT OF WORKING IN THE LIBRARY FIELD

_____ OTHER

11. Do you plan to be a librarian all of your life? If not, what do you expect to do?

12. What primary factors influenced your final choice to study at Peabody's School of Library Science?

_____ Geographical Location

_____ Library School's Reputation

_____ Recommendation of Alumnus

_____ Financial Assistance

_____ A Personal Interview

_____ Size of the College

_____ Program/Course of Study

_____ Library School Publications

_____ Personal Correspondence - Individualization

_____ Handling of Application (Efficiency/Promptne

_____ OTHER

COMMENTS:

Methodology

Basically, the intended methodology was to attempt an interview with every full-time enrolled library school student. For the purposes of this investigation, full-time is defined as those students who are currently enrolled for nine semester hours or more of coursework (this definition is the college's official guideline). From the master list of students, a list was compiled of students who were full-time. This writer assigned each student an identifying number which was strictly confidential and used on the questionnaire for purposes of determining who did or did not respond to the interviewing. A master schedule for the purpose of planning interviews was placed in the Library Science office with a secretary.

On February 16, 1979 a letter was issued to all full-time students requesting their participation in the special study (see page 10). Response to this letter was slow and a few signs were placed in the hallway to encourage students to schedule an interview. On March 12, with approximately half of the students interviewed, another letter was sent to those students who had not yeat scheduled an interview (see page 11). Additionally, on March 15, faculty members were entreated to impress the importance of the project upon

(text continues on page 12)

Dear Colleague,

You may know that currently I am working with Dr. Gleaves on a Special Problems in Librarianship dealing with factors which influence persons who have chosen librarianship as a career. In other words, why did you decide to become a librarian?

The study is to involve all full-time students enrolled (taking nine hours or more) in the Peabody School of Library Science. To achieve that goal, I shall need your help. I want to hear about your background and career aspirations in a personal interview which should take no more than an hour of your time.

In this interview I should like to discuss:

A. PERSONAL BACKGROUND INFORMATION

1. Your first library experience
2. When you considered librarianship as a career
3. How you received information on librarianship as a career
4. Your image of librarians and librarianship
5. Work experience in libraries
6. What you hope to do in the future

B. CAREER INFORMATION

1. What factors influenced your choice of librarianship as a career
2. Why do you want to be a librarian
3. Why you came to Peabody's Library School

To achieve the best results in a personal interview with you, may I suggest that you spend a few days reflecting upon the above topics? For purposes of scheduling an interview, please see Mrs. Thompson in the Library Science Office to sign up for a date and time.

Your help will be greatly appreciated!

Sincerely,

Chuck

Chuck Julian

March 12, 1979

Dear Colleague,

To date I have not heard from you in regard to scheduling an interview to discuss the factors which influenced your choice of librarianship as a career.

I am endeavoring to procure a TOTAL SAMPLE of all Peabody School of Library Science full-time students. Without your help this realization cannot be met.

The project is being conducted as a Special Problem in Librarianship and carries two hours of academic credit, so you can see that completion of the work is rather important to me.

If you wish to cooperate with me on this project, I should like to hear from you within the next week. No interviews may be conducted after this month as time must be allowed for analyzing the data.

I am looking forward to hearing from you on this matter.

Sincerely,

Chuck

Chuck Julian

their students (see page 13). Eventually, almost a 100 percent sample was achieved mainly through perserverance.

Initially, it was hoped that all interviews could be tape recorded and held in a private, segregated area. Moreover, it had been projected to include transcriptions of the more interesting interviews in this report. Unfortunately many students found the tape recorder to be inhibiting so that eventually its use was abandoned. Likewise, many students were too busy to come to a segregated area of a particular building at a particular time. Thus, some interviews were held in a wide variety of places -- the cafeteria, a dormitory room, the library, and other areas. Every effort was made to conduct the interview in a private area where the presence of others would not interfere with the confidentiality or openness of the interviewee's responses. In the majority of interviews this atmosphere prevailed.

All candidates were apprised of their answer's confidentiality and urged to offer freely any comments. To speed the interview time, a copy of the questionnaire was given to each candidate so that he could follow along with the interviewer. This move seemed to allay the fears of many students but tended to stifle original comments. Interpretations of the questions were offered if requested; however, this was not a common practice. Every attempt was made to strive for equality in presentation in regard to the delivery and content of the interview situations.

March 15, 1979

Dear Faculty Member,

As you probably know, currently I am working on A Special Problems in Librarianship with Dr. Gleaves surveying members of the School of Library Science's student body in regard to factors which influenced their choice of librarianship as a career.

To date, my response rate of participation has only measured approximately 50% of the sixty full-time enrolled LS students.

May I respectfully request that you cooperate with me by urging students in your class s to agree to an interview? Time is running out and I feel that a better response rate can be achieved.

The interviews are typically:

15 minutes long
categorized questions easy to answer

The following students have not indicated a willingness to cooperate:

(IN THE ORIGINAL LETTER, HERE FOLLOWED A LIST OF NAMES)

If you would have a chance to impress the importance of this project upon the above, I would appreciate it very much.

Thank you!

Chuck

Chuck Julian

Characteristics of the Sample

Part of the survey's data reveals basic characteristics of the entire sample including age, sex, permanent address, educational background, and major employment other than library work. The potential sample consisted of 57 students; however, one student refused to participate due to a family-related illness. Since this student was unavailable indefinitely, for purposes of easy analysis this study will assume that a 100 percent response was obtained. The following data does not include any information relating to the author of this study.

Of the 56 students interviewed, 10 persons were male which represents 17.85 percent of the sample while 82.15 percent or 46 students were female.

The age distribution is given below for 55 of the persons interviewed as one student refused to divulge his/her age.

21	23	24	26	32	45
21	23	24	26	33	47
22	23	25	28	34	48
22	23	25	28	34	48
22	23	25	28	35	52
22	23	25	28	35	
22	23	26	29	37	
22	23	26	30	37	
22	23	26	31	38	
23	24	26	32	39	

From these figures one may calculate the mean, median, and mode ages which are listed below:

Mode Age	23
Median Age	26
Mean Age	28.76

Geographically, the distribution of the sample and the percentage of that distribution follows:

Permanent Address by State:

Alabama	1	(1.7%)
Arkansas	1	(1.7%)
Florida	2	(3.5%)
Illinois	1	(1.7%)
Kentucky	2	(3.5%)
Mississippi	3	(5.3%)
Missouri	1	(1.7%)
Montana	1	(1.7%)
New Jersey	1	(1.7%)
Tennessee	30	(53.5%)
Texas	2	(3.5%)
Virginia	4	(7.1%)
Foreign Countries	7	(12.5%)

The high figures for Tennessee most probably represent a skewing of the data. The response to this question depends solely upon the personal interpretation of the student being interviewed. Many students who have not lived in Tennessee for a long period of time nevertheless perceive their permanent address as Tennessee.

Regarding educational experience, most members of the sample possessed only a bachelor's degree. The figures for the distribution of educational experience follow:

One Bachelor's Degree.....54
Two Bachelor's Degrees.....2
One Master's Degree.....5
Some Graduate Courses.....2
Associate Degrees.....4
Some Lib. Sci. Coursework.....9

The fields of study in which these degrees were obtained are listed below:

Field	Bachelor's	Masters	Cert.	Assoc.	Some Grad.	Wh
Asian Studies	1	0	0	0	0	
Bible	1	0	0	0	0	
Business Educ.	1	0	0	0	0	
Education	10	1	1	0	0	
English/Lit./ Drama	32	0	0	1	0	
Fine Arts	4	0	0	1	0	
Folklore	0	0	0	0	1	
Forestry	1	0	0	0	0	
General Studies	0	0	0	1	0	
History	8	3	0	0	0	
Library Science	2	1	1	0	0	
Mass Communication	1	0	0	0	0	
Miscellaneous	0	0	0	0	1	
Music	2	0	0	0	0	
Physics	1	0	0	0	0	
Portugese	1	0	0	0	0	
Russian	1	0	0	0	0	
Science	0	0	0	1	0	
Social Studies	2	0	0	0	0	
Sociology/Social Work	3	0	0	0	0	
Spanish	2	0	0	0	0	
Theology	1	0	0	0	0	

One may easily see from the previous table that the majority of interviewees have educational backgrounds either in education or English/literature/drama. Further, one might note that most of the educational backgrounds lie in humanities or social science-related subjects.

The final component of the sample characteristics is major employment other than library work. Responses were varied and interesting but not statistically significant other than the figure for secondary school teachers which was 8 persons or 11.28 percent of the sample. The following list represents the other types of employment cited by the respondents of this survey:

Advertising
Bank Teller
Bookstore Cashier
College - Staff Development Officer
Construction Work
Cook
Elementary School Teacher
File Clerk
Industrial Purchasing
Lab Technician
Microforms Secretary
Receptionist
Sales Work
Secretary
Secretary/Clerical - United Nations
Self-Employed Tax Consultant
Silk Screen Printing
Social Services Elligibility Clerk
Staff Reporter/Editor - Newspaper
State Employment
Substitute Teacher
Teacher's Aide
Television - Production/Cameraman
U. S. Army
Waitress

Personal Background Information

Utilization of the terminology of "personal background information" is rather loose in the respect that some of the questions in this section of the interview refer to career background. However, the primary emphasis was intended to have been placed upon information/attitudes for which the interviewee had personal control as opposed to career information which emphasizes other outside factors.

1. When was the first time you went into a library?

   Most respondents to the survey had early library experiences as evidenced in the figures below:

Before Age 6.....	27	(48.21%)
Elementary School.....	23	(41.07%)
Junior High School.....	5	(8.92%)
High School.....	0	
College.....	1	(1.78%)

   Thus, 89.28 percent of the sample had visited a library before age ten. Such a high response is not particularly surprising for library school students -- people who are and probably always have been interested in books and reading.

2. When did you FIRST CONSIDER librarianship as a career?

   It was emphasized when asking this question that one may not have made a definite career decision at this point in time. More important was

the initial suggestion of librarianship as a career objective. The responses were as follows:

Elementary School.....	5	(8.92%)
Junior High School.....	2	(3.57%)
High School.....	11	(19.64%)
College.....	19	(33.92%)
After College Graduation....	17	(30.35%)
Other.....	2	(3.57%)

It is interesting to note that the more recurring periods are college and after college graduation (64.27 percent). Many respondents indicated that it took some work experience before they considered a career in librarianship.

3. How did you get information on librarianship as a career?

Personal contact played a major part in providing career information as evidenced in the data below. Figures cited represent the total number of responses and not persons as an interviewee may have indicated that more than type of medium was used to obtain career information.

Exhibits/Displays.....	1
Films.....	0
Radio.....	0
Television.....	0
Books.....	14
Pamphlets.....	13
Periodicals.....	9
College Catalogs.....	22

Personal Contact.....46

(Person was librarian).....28

Other..... 2

The two "other" responses indicated that career information was not a factor and that career information had been obtained as a result of work experience. Basically, the primary information sources seem to indicate the average means in which one would access career-type information in any field of endeavor.

4. When did you decide DEFINITELY that you wished to become a librarian?

The type of response received mandated that several other categories be added for the purposes of analysis. The responses are listed below:

Before High School	2	(3.57%)
During High School	4	(7.14%)
During College		
Freshman Year	1	(1.78%)
Sophomore Year	3	(5.35%)
Junior Year	2	(3.57%)
Senior Year	13	(23.21%)
Graduate School	6	(10.71%)
Bet. Grad. Sch. & Coll.	8	(14.28%)
While Working	12	(21.42%)
Other	4	(7.14%)
No Decision Made Yet	1	(1.78%)

The largest percentage of the students interviewed decided sometime after college graduation that they definitely wished to become librarians. Of interest is the figure which indicates that almost one-fourth of those interviewed related a definite career decision to work-related experience.

5. Before studying library science, would you say that your image of librarians was one of:

The following statistics pertain to the number of responses and not interviewees as some students listed multiple responses.

Caretaker.....	9	(13.23%)
Service-Oriented.....	26	(38.23%)
Resource Person.....	17	(25.00%)
Had No Image.....	8	(11.76%)
Other.....	8	(11.76%)

Over half of the respondents indicated that before studying library science they viewed librarians as either service-oriented or resource persons. This positive attitude toward image may be related in some way to early library experience and the career decision to become a librarian. "Other" responses included the following:

Between no image and deadbeats
Generalist - knew something about everything
Sh!!! - a very negative image (3 persons)
Literary-type person
Support personnel who instills the love of books and library use
All of the characteristics: caretaker, service, and resource

6. Have you ever worked in a library?

A whopping 87.5 percent (49 persons) indicated that they had worked in a library while 12.5 percent (7 persons) had not.

The breakdown on type of library experience follows:

Library	Head/ Prof. Pos.	Stud. Asst.	Cler.	Semi-Prof./ Cler.	Other
School (13)	3	8	1	0	1
Academic (34)	3	26	5	0	0
Public (21)	0	3	12	5	1
Special (18)	3	8	5	0	2

The above figures represent the positions held and are not a tally of persons interviewed as many respondents have held various positions in different types of libraries. The figures in parentheses indicate the total response for each type of library. As these figures represent not only past but also current library experience, the large figure for academic libraries may be due in part to student assistant positions now held in those libraries.

7. Which of the following attributes do you consider <u>most</u> important for a librarian to possess?

This question aims to uncover some attitudinal factors in prospective librarians. The results are listed below by total responses and percentages of that total response according to a ranking of first, scond, third, fourth, or fifth choice of preference.

Attributes	Choice 1	2	3	4	5
Strong Subject Background	7 (6.08)	7 (6.08)	4 (3.47)	0	0
Liking and Appreci for Books & Reading	14 (12.17)	13 (11.3)	3 (2.6)	2 (1.73)	0
Understanding and Appreciation for Helping People	38 (33.04)	10 (8.69)	1 (0.86)	0	0
Strong Administrative Abilities	4 (3.47)	5 (4.34)	4 (3.47)	1 (0.86)	0
Others	2 (1.73)	0	0	0	0

Responses in the "other" category include A strong liberal arts education and Broad educational background.

One interesting aspect or component of the above choices is the selection of administrative abilities as a desirable trait. Of those persons who made the selection, the

following data is available:

First Choice

Total 4 persons - All Females
Age: 30, 35, 37, 39

Second Choice

Total 5 persons - All Females
Age: 23, 23, 24, 26, 31

Third Choice

Total 4 persons - 3 Females/1 Male
Age: Male - 45
Females- 22, 26, 47

Fourth Choice

Total 1 person - Female
Age: 26

The above data is interesting when one considers the fact that administration has been traditionally thought of as a male dominion in librarianship.

8. What type of library work do you wish to pursue?

The data below is again listed by response since multiple responses were given by the students who were interviewed.

School..... 6

Public.....18

Academic.....29

Special.....21

Other.....2

The respondents to "other" were undecided and interested in an alternate career.

Career Information

The primary influence of the questions in this section of the interview is to ascertain what forces acted upon the students who have chosen librarianship as a career objective.

9. Who primarily influenced your choice of librarianship as a career?

Friend.....	9	(14.51%)
Teacher.....	6	(9.67%)
Librarian.....	21	(33.87%)
Employer.....	2	(3.22%)
Admissions Counselor.....	0	
Other.....	24	(38.7%)
Personal Decision.....	20	(32.25%)

Total Responses.....62

The above figures represent total responses and not respondents; however, since the response rate is close to the number of students interviewed, a significant comparison may be made. Other responses which did not cite a personal decision included personal influence from a mother, father, and husband. Aside from a personal decision to pursue librarianship as a career, the next most significant influence came from librarians.

This high percentage rate concurs with the previous figures on how information was obtained about librarianship.

10. What primary factor influenced your choice of librarianship as a career?

Having delineated who was most influential in regard to career choice, it was necessary to determine what primary factor persuaded students to become librarians. The data in rank order is listed below.

Choice Ranking

Factors	1st	2nd	3rd	4th	5th	6th	7th
Employment Situation	5	1	1	1	1	0	0
Desire to Help People	12	8	1	2	0	0	0
Like Books and Reading	12	11	4	0	0	0	0
Wanted Better Job Opportunity	16	2	2	1	1	0	0
Result of Working in the Field	12	4	3	1	0	0	0
Other	6	2	0	0	0	0	0

Other responses included a means of being able to fulfill a goal of world unification, mother's direct influence, wanted an enjoyable profession, an extension of a teaching career, more money, wanted another career after the military, desire to edu-

cate without teaching, and the shortness of time involved in getting an M.L.S. degree.

Responses to this question reveal an evenness not found elsewhere during the interviews. No large differences occur among desire to help people, like books and reading, wanted better job opportunity, and result of working in the library field.

11. Do you plan to be a librarian all of your life? If not, what do you expect to do?

Yes.....	38	(67.85%)
No.....	17	(30.35%)
Undecided....	1	(1.78%)

For those persons who responded "no" to the above question, the following reasons were given:

Alternative career
Archival work
Could not stay in any field for a length of time
Get married
Later - go into a related field
Not considering any alternative related to librarianship
Sell books
Teach (4 persons)
Travel
Undecided
Would like to have a family
Write (2 persons)

It is not surprising that at this point in time the majority of library school students plan to be librarians for the remainder of their lives!

Factors Influencing Choice of Library School

The Director of the School of Library Science requested that some effort be made to determine what primary factors influenced students final choice to study at Peabody's School of Library Science. Responses to this question in rank order are listed on the following page.

Surprisingly enough, the only significant factors appeared to be geographical location and the library school's reputation. Responses listed as other included:

College is private

Recommendation of another librarian

ALA accreditation (2 persons)

Recommendation of a teacher

Father's recommendation

College catalog

Recommendation of a library science professor

Transferred from another program

Frances Neel Cheney

30.

FACTORS INFLUENCING FINAL CHOICE TO STUDY AT PEABODY'S SCHOOL OF LIBRARY SCIENCE

Factors	Ranked Choices First	Second	Third	Fourth	Fifth	Sixth
Geographical Location	21	6	7	0	0	0
Library School's Reputation	16	13	3	1	1	1
Recommendation of Alumnus	2	4	2	3	1	0
Financial Assistance	8	4	3	2	0	0
Personal Interview	2	2	5	1	0	0
Size of College	3	2	0	2	1	1
Program/Course of Study	6	4	2	0	0	0
Library School Publications	0	1	0	0	1	0
Correspondence	0	2	3	2	0	0
Handling of Application	1	0	2	1	1	0
Other	8	0	0	1	0	0

Conclusion

Any attempt to condense the statistics presented herein would result in a gross oversimplification unrepresentative of the findings. Therefore, the reader is left to his own conclusions.

Most of the results support existing views of why people choose to become librarians. A majority of the persons interviewed came from humanities/social science backgrounds--areas which are easily related to librarianship. Work experience and personal contact made by librarians also seemed to be prime factors in considering librarianship as a career objective.

The investigation served other purposes than just a means for data collection. Students were forced to formulate why they decided to become librarians which many had not given much thought before this time.

Should any other survey such as this be conducted, the transformation of the data into machine-readable form would be highly desirable. During the analyzation stage, this writer became sadly aware of the prospects for a more complete analysis had the data been programed through a computer. Alas, the time was not available to do so.

As the study progressed, more and more students became interested in the findings. To those persons go the wishes for health, happiness, and professional success!